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ABSTRACT

This handbook was designed to provide information necessary for school teachers/administrators to develop an effective and thorough short-term adult upgrade program plan for businesses and to provide advice and suggestions for implementing the plan. The guide is organized in seven sections, plus extensive appendixes. The first section introduces the idea of school-business collaboration for retraining workers, and the second section outlines the role of the industrial coordinator in planning adult upgrade programs. The third, fourth, and fifth sections describe the planning, implementation, and in-progress stages of a short-term industrial training program. The sixth and seventh sections describe the program's follow-up and close-out stages and provide miscellaneous details. The appendixes focus on needs assessments, sample surveys of business and industry, examples of training programs, suggested forms, tips for developing programs, administrative aspects of training programs, and a short-term training check sheet. (KC)

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Handbook for Short-Term Training

Claude Hicks, Project Director
Office of Training Services
College of Industry and Technology
Murray State University

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TABLE OF CONTENTS

Introduction.....Tab 3

Industrial Coordinator.....Tab 6

Planning Stage.....Tab 8

Implementation stage.....Tab 13

In progress stage.....Tab 15

Follow-up and close out stage.....Tab 16

Miscellaneous.....Tab 16

Appendix A.....Tab A
- Needs Assessment.....18
- Thirty Tips for Conducting Needs Assessments.....19
- Assessing Business and Industry Needs.....23
- How to Assess Business and Industry Needs.....24

Appendix B.....Tab B
- Sample Survey Industry.....28
- Sample Survey Business.....32

Appendix C.....Tab C
- Examples of Training Programs 37

Appendix D.....Tab. D
- Suggested Forms.....51

Appendix E.....Tab E
- Tips.....64

Appendix F.....Tab F
- Advisory Committees.....68
- Locating and Employing Competent Instructors.....69
- Course Advertisement and Enrollment.....70
- Enrolling Students in Short-Term Adult Upgrade Courses.....71
- Instructor Inservice and Curriculum Development.....72
- In-The-Classroom Supervision.....74
- Evaluation - Student Surveys and Summaries.....75
- Instructor Evaluation of Program.....77
- Attendance Guidelines.....78

Appendix G.....Tab G
- Short-Term Training Check Sheet.....81

INTRODUCTION

The upgrading and retraining of adult workers is critically important in addressing Kentucky's problem of productivity and its need for economic development. With continual changes in technology and the great number of displaced workers, upgrading and retraining services are acutely needed. Our state's vocational schools are community-based institutions capable of providing the vocational and technical education required. Many schools have an impressive record of responding to community needs, those of industry, business and individuals.

School flexibility is a key in responding to business and industry's upgrading and retraining needs. Flexibility is necessary in scheduling courses, locating and assigning instructors, finding and sharing facilities and equipment, funding the programs, and providing the support services. The equipment used in such courses must be up to date to maximize the transfer of learning and the development of needed competencies, especially in high technology areas.

Good communications between the school and business/industry are likewise essential to developing effective working relationships. Companies need to see how they will benefit from using the school's training services, and schools depend on feedback from industry to focus training programs and other economic development activities.

Profit is the "bottom line" for industry. Schools must demonstrate clearly that they understand and support that priority for industry. Schools must communicate clearly to industry what kinds of services they offer that will help companies increase their productivity through investment in upgrading and retraining employees.

The primary purpose of this handbook is to provide information necessary to develop an effective and thorough short term adult upgrade program plan and to provide advice and suggestions for implementing the plan. Some key components of the plan should include:

(1) Identifying all of the individual jobs or tasks that must be completed to have a successful short term adult program.

(2) Assigning specific personnel to be responsible for each identified task or job.

NOTE: The Short Term Adult Upgrade Management System Responsibilities form should be used as a guideline in completing this task. (See Appendix D for a sample copy of this form.)

(3) Establishing time lines and deadlines for task or job completion.

(4) Developing an organizational flow chart for the short term adult upgrade program. (See Appendix D for a sample chart.

(5) Developing a system to evaluate and identify the strengths and weaknesses of the program and to make necessary adjustments.

After a thorough written plan has been developed, copies should be distributed to each administrator having responsibility in the implementation and evaluation of the plan. Regular administrative meetings should be planned and conducted to discuss problems or issues that arise during the year. It is also suggested that each administrator involved with the program have a personal copy of this handbook to serve as a reference and resource guide.

It is the responsiblility of the Industrial Coordinator to assist business and industry in the establishment of short term training for their employees. This handbook is designed to assist you in meeting the short term training needs of those companies who are your clients. This handbook is not intended to act as the only or best way to assist business and industry in meeting their short term training needs; rather it is to be used as a guide with suggestions on how to contact and assist business and industry in meeting their short term training needs.

Any information that works in your area may be added to this guide. As an example, if you have used a survey in the past that has been successful in getting the desired responses, insert it in the handbook and use it for future contacts.

If, while working with a company, you determine it best to complete an agreement on the first visit rather than the third or tenth, that is certainly the best way to

assist that company. The most important factor to remember is that you will be assisting a business or industry to develop and conduct short term training that will meet their needs, not the needs of Vocational Education.

Whether you work out of the regional office or the area vocational school, you should always have the vocational school personnel in the location of the company involved in the planning stages of the program development.

INDUSTRIAL COORDINATOR

As industrial coordinator, the primary responsibility is to meet the objectives of new, expanding and established industries concerning pre-hire classroom training, on-the-job training, post-hire training, and short term upgrade training. In each of the Vocational Regions of Kentucky, businesses and industries should be contacted or visited on a regularly scheduled basis, at least once annually. Businesses and industries that are new or expanding need to be visited at least once a month. Businesses or industries with ongoing training programs should be contacted each week, or more often, if needed.

GENERAL DUTIES

1. Be primarily responsible for carrying out the objective of the new, expanding and upgrade industrial training programs.

2. Be the chief contact and liaison representative between the business and industry community and vocational education.

3. Establish a cooperative effort in analyzing the immediate, short term, and long range training needs of business and industry.

4. Be responsible for working with local industrial development committees, Area Development Districts, manpower planning councils, Department of Commerce and the Division of Interagency Relations, and personnel in the actual development and implementation of the specialized pre-hire programs to meet the needs of new and expanding industries.

5. Work with vocational education personnel in the development and implementation of the post-hire/upgrade short term training programs.

6. Be acutely aware and knowledgeable about regular on-going and scheduled programs, upgrade training and extension classes in the region.

7. Involve appropriate Vocational Education personnel to assist in fulfilling training commitments. Refer to the Short Term Adult Upgrade Management System Responsibilities form in Appendix D as a guide.

8. Develop rapport with key contact people who can capitalize on services, programs, and activities offered by vocational education in your area.

9. Inform industry about such programs as apprenticeship training, cooperative training, and staff/industry exchange programs, or others that may be available.

IN APPENDIX G, YOU WILL FIND A CHECK SHEET WITH STEPS TO FOLLOW WHEN SETTING UP ADULT SHORT-TERM TRAINING.

I. PLANNING STAGE: LOGICAL STEPS IN SETTING UP TRAINING PROGRAMS FOR BUSINESS AND INDUSTRY.

A. Gather information: Develop a listing of businesses and industries using one or more of the following methods.

1. Kentucky directory of manufacturers - listed by city.

a. Kind of business.

b. Date business was established

c. Number of employees

d. Key personnel and titles

e. Location and phone number

NOTE: For easy reference, put tabs on the pages of the directory for cities in your region.

You will make a copy of the industries listed in your region to form a separate book for your use. (See next page, under record book).

2. Telephone book

3. Leads from:

a. Teachers

b. Coop coordinators

c. Principals and coordinators

d. Newspapers

e. Television and radio

f. Other companies

g. Department of Commerce

h. Chambers of Commerce

i. Friends, relatives and coworkers

B. Record book.

With the information you have gathered you will make a record book as you make contact with business/industry. List them in the record book in alphabetical order. List name of company, address, phone number, person contacted and other personnel, kind of business, product manufactured, and any other information you might think important, (see Appendix D for a sample form).

Put about two companies per page. As you visit the company, in pencil, make a note of the date of visit. This can be done at the end of the month when your travel expense report is made out. You can easily count how many times a company has been contacted and determine when it should be visited again. You may jot down information such as "they may want a welding program later in the year, call on again in September, or they plan to expand soon and hire 20 more people."

II. Making business/industry contacts:

A. Visit companies within your area.

1. Identify the contact person.

2. Make appointment. (Try to avoid giving detailed information about programs over the telephone).

3. The initial contact should be just a social visit, to get acquainted.

4. Be prepared. (Know as much about the company you are visiting as possible)

5. Ask for a tour of the company facility.

6. Get the people interested in you by first talking about their company. Be a good listener.

7. Be brief and to the point. Do not try to sell or set up programs on this visit. Present them with any brochures and literature explaining program offerings.

8. Explain your role and job responsibility.

9. Attempt to set up additional appointments for company representatives to tour the vocational school in their region.

10. Record all information after the visit.

B. Prepare for next scheduled meeting with business/industry contact person.

1. Gather necessary information and materials needed from company.

a) Positions in company

b) Job descriptions

c) How many employees in company

d) How many to attend any training

e) Type of operation

f) Identify problems

g) Flow chart the process

h) Discuss possibilities of any new or expanding operations to include phase in rate of new employees.

2. Develop a preliminary task inventory list for each training option. See Appendix A "Assessing Business/Industry's Training Needs," for help with this list, or contact the Office of Vocational Education or the university in your area for any existing task inventories that can be modified to meet company needs.

3. Develop a brief instructional outline based on task inventory in B.2. above. (You may want to use textbook or other materials as reference).

4. Meet with and talk to the principals about business/industry visiting their schools.

5. Talk to instructors in programs which companyies may visit.

C. Meet with company representatives for lunch (at the school cafeteria if available).

1. Take company representatives on a tour of the vocational school.

2. Show company personnel the programs in which they may be interested.

3. Identify company official who will be the main contact in formulating and implementing programs.

4. It is recommended that the vocational school convey the idea of becoming the adjunct training department for businesses and industries who do not have an established training department.

5. Determine by job analysis the needed skill areas for new or expanding operations.

6. Discuss task inventories and outlines developed in B.2. page 10.

7. Determine needed training facilities.

8. Discuss potential training schedule.

9. Discuss instructor requirements. (See Appendix F for ideas on locating and employing competent instructors).

10. Discuss training policies and type of supervision needed for training to be conducted.

11. Discuss type of evaluation procedures for:

a. Employee participants.

b. Training programs.

c. Instructor.

12. Start finalizing plans for the training programs and prepare for final approval from the company.

13. Record all information needed for future meetings with company representatives.

D. It is now time to consider all of the information gathered and discussed up to this point and to make a final task list for each program. Develop any training materials and lists of equipment needed to conduct training.

E. Visit company representative (this may be the third or forth or even the eighth visit) identified in C.3 page 11 to:

1. Obtain company approval on programs to be conducted.

2. Training facility to be used.

3. Date and time for training to start. (Remember lag time to order textbooks).

4. Assist in making arrangements for the recruitment and interviewing of potential trainees. Advertise courses being offered. (See Appendix F).

   a. For new and expanding businesses or industries coordinate with Breau for Manpower Service and company representative the notification of the accepted trainees as to time, place and length of training programs.

   b. Coordinate with businesses and industries any assistance you might be able to offer in the selection of those employees who may need or benefit from any training offered through these programs.

5. Ask company to start a roster of employees who will be attending training.

6. Order text materials for all approved programs.

7. Discuss any other last minute items needing attention.

III Implementation stage:

A. Establish a file or record keeping procedure for projects.

1. Prepare and submit necessary forms to company and vocational education officials.

2. Record contacts, reports on program's progress, and subsequent meetings with company officials.

3. Take care of bills such as paying the instructors. The industrial coordinator negotiates the cost of the program with the company. These cost will be determined according to policy and procedures manual of the Office of Vocational Education.

B. Check location of facility to be used for training. Make necessary arrangements for preparation of the training site including any renovation, cleaning, and painting.

C. Identify and obtain necessary equipment, tools, classroom furniture, training aids, manuals, material and supplies.

D. Arrange for necessary utilities or machine hookups.

E. Develop and maintain required documents needed by instructors. (See Appendix D for sample forms).

1. Registration forms.
2. Attendance records.
3. Textbook check out system.
4. Student course evaluation forms.

F. Conduct instructor inservice training sessions to determine training content, course outlines, logical sequence of training and other activities to insure proper instructor preparations. (See Appendix F for instructor in-service information).

G. Conduct an orientation for all company officials, including first line supervisors, and appropriate vocational education personnel, to inform them of what is expected to be accomplished in the training program. Other items to be discussed during orientation might include communication, motivation, leadership, and absenteeism. It is of utmost importance to have the support of all supervisory personnel if the training program is to be successful.

H. Bring together the instructor (if the instructor is from business or industry) and the vocational school officials.

I. Oversee the moving and setting up of equipment in training facilities or classrooms. After classes start, make sure instructor and students are comfortable in the new setting.

IV In progress stage:

A. Contact each ongoing program as often as possible, preferably weekly.

1. If there are problem areas, involve the management of the company and vocational school personnel as soon as possible.

2. Adjust training schedule and course content, if necessary.

3. Check on progress of trainees.

4. Determine if additional tools, equipment, or supplies are needed.

5. Check on instructors as to their effectiveness. (see Appendix D for supervisor visit form and Appendix F for "In-The-Classroom Supervision" for more detailed information.)

6. Secure the trainees reaction on the program up to the present point. (informal)

D. Submit any program status reports to the company official or vocational education office.

V Follow up and close out stage:

A. Secure trainee data and complete any required paperwork, such as: (See appendix D for forms).

1. Trainee grades or completed competencies.
2. Trainee attendance.
3. Certificates of completion (if desired by business or industry.
4. Instructor's evaluation of program.(See appendix F).
5. Conduct student survey during last training session.(See appendix D "Course Evaluation" and appendix F, "Evaluation-Student Surveys and Summaries.")

B. Initiate appropriate action to evaluate instructor's performance.

C. Be sure to leave the door open to conduct any future training in the business or company.

VI Miscellaneous:

A. Keep abreast of the latest developments in training and the availability of training aids, audio-visual equipment, simulation techniques, and developed training manuals.

B. Keep current on the curriculum, knowledge and techniques as it relates to business and industry training. This might involve working with university and college curriculum laboratories in your area. Others might include but are not limited to:

1. Office of Vocational Education, Frankfort.

2. Office of Training Services, Murray State University, Murray.

3. Governmental Services Center, Kentucky State University, Frankfort.

4. Vocational-Technical Education Consortium of States, (V-TECS) Florida.

5. Mid-America Vocational Curriculum Consortium (MAVCC), Oklahoma.

6. The Michigan Occupational Data Analysis System (MODAS), Michigan.

7. State CBVE task list.

8. Dialog Information Service.

APPENDIX A

NEEDS ASSESSMENT

Accurate and up-to-date needs assessments of local businesses and industries are vital to serving local economic development needs effectively. Such data reveals training needs and identifies factors that have potential for increasing economic growth. An up-to-date needs assessment of area businesses and industries is evidence of the extent of the school's involvement and commitment to meeting local business and industry training needs. An area needs assessment can also be a powerful public relations instrument, showing linkages with business and industry, success in providing specialized training, and a record of the school's responses to local economic development needs.

The industrial coordinator must have overall responsibility for needs assessment. However, it is also the responsibility of each staff member of the regional office and vocational school who has contacts with business or industry to gather data for needs assessment.

Needs assessments should be formally conducted every eighteen (18) months and existing reports should be revised and updated as needed. Data collection should be a continuous ongoing process because useful information usually will be obtained every time a business or industry contact is made. In addition, business and industry must be frequently informed about the training opportunities available through vocational education.

There are several excellent sources available for collecting data necessary to compile the needs assessment. Some of the sources include:

(1) Office of Vocational Education survey instruments.

(2) "Kentucky supply/Demand Projected Job Openings," developed by the Kentucky Occupational Information Coordinating Committee.

(3) Local Chamber of Commerce surveys

(4) Business or Trade Association surveys

(5) Locally developed surveys. (See appendix B for sample surveys),

(6) The classified ads in local newspapers

(7) Local Craft Advisory Committees (See appendix F).

THIRTY TIPS FOR CONDUCTING NEEDS ASSESSMENTS

1. If you cannot validate the need for training, stop the needs assessment and inform the company of the reasons training is not needed.

2. Prior to conducting the needs assessment always know what "should be done" if training is not the problem.

3. Be flexible in the design of your needs assessment.

4. Needs assessments should always be done prior to any known coming change.

   The three steps to change process are:

   a. Unfreeze attitudes

   b. Change attitudes

   c. Refreeze attitudes

   This process normally takes from 6 to 8 months.

5. Needs assessments should be conducted once every 18 months or:

   a. When productivity drops

   b. When change is about to take place

   c. When requested

6. When not to conduct a needs assessment:

   a. When in the professional opinion of the assessment team it is not needed

   b. When training is mandatory

   d. When there is a possibility the data received is not reliable

   e. When the cost benefit comparison shows it will not be cost effective

7. Do not conduct a needs assessment unless there is enough time to complete it.

8. Know who is to be assessed:

   a. Homogeneous groups or heterogeneous groups

   b. Management or first line supervisors

   c. Secretarial or machine operators

   d. Sales clerks or stock persons

   e. External or internal groups

   f. Others

   Determine what group to assess.

9. Prior to conducting the needs assessment, determine the type of sampling you will use, i.e., representational, random.

10. Determine if needs are felt or perceived.

FELT NEEDS	PERCEIVED NEEDS
first person needs:	second or third person needs
-I need	-They need
-We Need	-That department needs
-My department needs	

    Both types are valid needs, but if you design training around perceived needs you are bound to fail.

11. Surveys sent by mail should be short, easy to answer, and attractive.

12. For a better return response of surveys, a stamped, self-addressed envelope should be included with the survey.

13. Return instructions should be included at the end of the instrument.

14. Surveys should start with easy to answer questions, i.e., name, address, telephone number, position. (See survey example Appendix B).

15. Precede surveys with a letter of announcement. (As an example, in a couple of weeks you will receive a survey form ---the announcement should include importance of the survey---explain the benenfit to the company).

16. Follow-up survey <u>O N C E</u>, either by telephone or mail. You can almost double your return rate with one follow-up.

17. If you get a return rate of 25 percent or more without a follow-up, you are on to something big.

18. Test or sample your survey instrument, with a small group, prior to sending it to business or industry.

19. Avoid questions that are not pertinent to the survey.

20. If you use a rating scale on your survey instrument, use a scale of 1 to 5.

21. The interview needs assessment will always get you the best results.

22. Keep interview assessments short, 20 to 30 minutes each.

23. Between each interview, a 20 to 30 minute period should be scheduled to make any notes of the previous interview and to prepare for the next scheduled interview.

24. Scheduling your own interview appointments will establish voice contact which will allow questions to be cleared up prior to the actual interview.

25. Do not avoid interviewing persons who do not support training. Using nonsupporters will give you an unbiased opinion.

26. Use open-ended and closed questions.

    Start with closed questions first, i.e., yes or no answers.

    Avoid "why" questions.

27. Never conduct an interview in your office, go to the interviewee's turf. Set up rules ahead of time, i.e., no telephone phone calls, no interruptions.

28. Know rules of writing when interviewing:

    a. Ask interviewees if they mind your taking notes during the interview. Explain that notes will be used by you only, no one else will see them. If you are asked not to make notes, use your listening skills and make notes after the interview session while waiting for your next appointment.

b. Do not try to hide the fact that you are taking notes during an interview.

c. If you take notes during the interview, use them to summarize the interview session with the interviewee.

29. Always reward those who have participated in the interviews.

When you have completed the interview sessions and compiled all your information, get the interviewees together in a conference setting and give them a copy of the results.

Treat interviewees to refreshments after interview sessions.

30. Anonymity for the interviewee will get better results.

ASSESSING BUSINESS/INDUSTRY'S TRAINING NEEDS
(see appendix B for sample surveys)

1. **Background information;**

One of the goals of the Industrial Coordinator is to assist business and industry in determining their training needs for any existing, new and/or expanding operations.

--Points of discussion--

A. Business and industry know what their problems are as it relates to manpower requirements for production.

Manpower Needs VS. Production Requirements

B. Many times business/industry operate training programs after-the-fact, that is when production and/or manpower problems are identified, then training programs are designed to train employees to an acceptable level of performance.

--Causes of problems--

- -lack of skill training
- -lack of fundamental academic skills
- -attitudes of workers

C. Business/Industry may operate two types of training programs for their employees.

1. Mandatory training required to do the job. This training is generally scheduled during working hours and personnel are paid their regular salary or time and a half.

2. Voluntary training that will upgrade employee basic skills in job performance. It may also help them in promotion. This training is generally scheduled after working hours and employees may or may not be paid for the extra hours.

D. Business/industry must be committed to training as a long-term investment in improving production or the quality of work.

E. Business/industry and the industrial coordinator should work together in planning and assessing training needs. (The instructor should also be involved in the assessment process).

2. **How to assess business/industry training needs.**

Listed below are suggestions to follow in helping business/industry assess their training needs in any of the following areas:

-New or expanding industries.

-Adult upgrade training (existing industries).

-Apprenticeship training.

-Staff exchange work experience.

-Cooperative education work experience.

A. Establish manpower training requirements for production.

1) Review employee's personnel records to determine prospects for specific training.

2) Become familiar with business/industry overall operation and the products they handle.

B. Conduct training assessments (analysis) of occupations for the purpose of achieving a sound basis for designing, revising or updating training programs so that workers are better prepared for their jobs.

EXAMPLES OF TYPES OF TRAINING PROGRAMS
(see appendix C for some examples)

-Welding skills and practices.

-Metric training.

-Basic machine shop.

-Maintenance mechanics.

-Business and office.

-Marketing training

-Electrician and instrument mechanics.

-Blueprint reading and gauging.

-Solid state electronics.

-Computer applications.

-Telecommunications

NOTE: Training programs may be organized for several small business/industry's using one central location for training.(Schedule and training content must be coordinated).

C. Selection of employees for training.

1) New employees - Basic training.

2) Experienced employees - Upgrade training.

a. Criteria for selection of trainees.

-Prerequisites for employment qualification

-Educational background

-Past work experience

-Seniority of personnel

-Promotional reasons

D. Review course outlines from previously operated training programs.

E. Review textbooks. (Reference task list may be used to outline content of training programs).

F. Meet with first-line supervisors to discuss training needs for their departments.

G. Assess specific areas of training needed within an occupational area:

Occupation

1) Duty areas

a. Tasks (skills, procedures, operations)

H. Methods that can be used to assess business/industry needs.

1) Outline training needs with an experienced person within that business/industry. (Use text-book or other reference that might be used in the training program).

2) Outline training needs with an experienced vocational teacher that has had experience in teaching the occupational area.

3) Observe and record on-the-job training skills that are needed for job requirements.

4) Visit other industries or regions that have operated similar training programs. NOTE: (A training program that works for one industry may not work for another).

I. Complete request for industrial training forms.

J. Set up a meeting to work out training agreement with proper officials.

APPENDIX B

SHORT-TERM TRAINING NEEDS ASSESSMENT (INDUSTRY)
VOCATIONAL REGION _____

Name and title of person responding:_____
_____

Organizational name:_____

Mailing address:_____
_____

Name of Plant Manager_____

Person or position typically responsible for staff development and training._____

Telephone (_____)_____

Number of employees: Check the appropriate blank below based on an average yearly work force.

1. _____10 to 50
2. _____51 to 100
3. _____101 to 250
4. _____251 to 500
5. _____501 to 1000

Please check the areas that best describe your company's training needs:

_____Statistical Process Control (SPC)
_____Supervisory Training (First line)
_____Forklift Operator Training
_____Electrical Power System Maintenance, Troubleshooting and repair
    _____Interpreting ladder diagrams
    _____Programmable control for machinery
_____Fluid power systems maintenance, troubleshooting & repair
    _____Hydraulic systems
    _____Pneumatic systems
_____Machining of Metals
    _____Basic operations
    _____Advanced operations
_____Welding
    _____Inert gas (MIG-TIG)
    _____Electric Arc
    _____Oxyacetylene
_____Just-in-time inventory (JIT)
_____New employee technical skill assessment
_____Operator work attitude
_____Blueprint reading and gauging
_____Group interaction

_____Computer applications
_____Machine operation
_____Word processor
_____Business application
_____Data base (dbase III Plus or Lotus 123)
_____Computer Aided Drafting (CAD)
_____Computer Aided Manufacturing (CAM)
_____Other (specify)_____

With new technological advances in manufacturing, is the trend in your area of manufacturing leading to the possible need for future training in:

_____Laser
_____Fiber optics
_____Robotics
_____Other (specify)_____

Does your firm encourage employees to upgrade Job skills?

1._____yes (If yes, please specify below how employees are encouraged.)
_____Offering tuition reimbursement
_____Providing release time from work to attend
_____Sharing release time between company and employee
_____Providing internal courses on company time
_____Expect employees to be involved in training after work hours at their own expense
2._____No (If no, please go to the next question.)

What type of training does your firm perform?

_____On-the-job
_____In-service seminars
_____Mini-courses
_____Job upgrading
_____Safety
_____Apprenticeship
_____Supervisory
_____Technical
_____Plant supervision
_____Other (specify)_____
_____None

What are the reasons for providing training?

_____Unique product
_____Convenience
_____Skill development
_____Supervisor development
_____Other (specify)_____

When considering employment training, what educational sources has your firm utilized in meeting these training needs?

_____Vocational school
_____Proprietary schools
_____American Management Association
_____Regional Community College
_____Regional University
_____Manufacturing (vendor) schools
_____Other (specify)_____

With the assistance of the vocational school in your area, which of the following training programs would you consider continuing or implementing:

_____Plant supervision
_____Job upgrading
_____Supervisory development
_____Apprenticeship
_____Technical
_____Other (specify)_____

Do you have anyone in your firm who may be willing to teach a class or act as a resource person for a class at the vocational school in your area?

_____yes
_____no

If the vocational school in your area were to offer workshops and classes that were of benefit to your employees, select the best time of day and year for them to be offered.

TIME OF DAY

_____Morning (8am - 12 noon)
_____Afternoon (1pm - 3:30pm)
_____Late Afternoon (3:30pm - 6pm)
_____Evening (6pm - 10pm)
_____Saturday (8am - 12 noon)

Time of Year

_____Spring
_____Summer
_____Fall
_____Winter

Could the vocational school in your area provide your firm with specific promotional materials on training programs conducted at that or any other vocational or technical school.

_____yes
_____no

Would your firm be interested is some type of internship or work experience program with students or faculty of the vocational school in your area?

_____yes
_____no

How can the vocational school in your area improve its role in preparing your potential employees?

_____Provide more short-term program offerings
_____provide more program offerings at outreach locations
_____Increase length of training
_____Increase publicity concerning program offerings
_____Other (specify)_____

Would you like to have a vocational school representative visit your facility to discuss training needs?

_____yes
_____no

Thank you for your participation in the survey. Please return the survey instrument in the enclosed self-addressed envelope.

NOTE: You will always get a better response to any survey if you make it an interview survey. If an interview survey is not at all possible, then mail the survey instrument at local businesses and industries.

SHORT-TERM TRAINING NEEDS ASSESSMENT (BUSINESS)
VOCATIONAL REGION _____

Name and title of person responding:_____
_____

Business name:_____

Mailing address:_____
_____

Name(s) of Owner(s) or Manager_____

Person or position typically responsible for staff development and training._____

Telephone (_____)_____

Number of employees: Check the appropriate blank below based on an average yearly work force.

1. _____10 to 50
2. _____51 to 100
3. _____101 to 250
4. _____251 to 500

Please check the areas that best describe your company's training needs:

_____Supervisory Training (First line)
_____Inventory control
_____Records management
_____New employee skill assessment
_____Employee work attitude
_____Group interaction
_____Computer applications
    _____Machine operation
    _____Word processor
    _____Business application
    _____Data base (dbase III Plus or Lotus 123)
_____Financial Management
    _____Short and long term use of funds
    _____Short and long term source of funds
    _____Budgets-financial records
    _____Payroll procedures
    _____Fringe benefits
    _____Depreciation
    _____Securities
_____Time Management
_____Advertising
_____Recruiting and training employees

_____Business laws and legislator
_____Labor relations
_____Risk Management and insurance
_____International trade
_____Other (specify)_____

Does your firm encourage employees to upgrade Job skills?

1.___yes (If yes, please specify below how employees are encouraged.)
_____Offering tuition reimbursement
_____Providing release time from work to attend
_____Sharing release time between company and employee
_____Providing internal courses on company time
_____Expect employees to be involved in training after work hours at their own expense
2.___no (If no, please go to the next question.)

What type of training does your firm perform?

_____On-the-job
_____In-service seminars
_____Mini-courses
_____Job upgrading
_____Safety
_____Apprenticeship
_____Supervisory
_____Technical
_____Other (specify)_____
_____None

What are the reasons for providing training?

_____Unique product
_____Convenience
_____Skill development
_____Supervisor development
_____Other (specify)_____

When considering employment training, what educational sources has your firm utilized in meeting these training needs?

_____Vocational school
_____Proprietary schools
_____American Management Association
_____Regional Community College
_____Regional University
_____Manufacturing (vendor) schools
_____Other (specify)_____

With the assistance of the vocational school in your area, which of the following training programs would you consider continuing or implementing:

_____Job upgrading
_____Supervisory development
_____Apprenticeship
_____Technical
_____Other (specify)_____

Do you have anyone in your firm who may be willing to teach a class or act as a resource person for a class at the vocational school in your area?

_____yes
_____no

If the vocational school in your area were to offer workshops and classes that were of benefit to your employees, select the best time of day and year for them to be offered.

TIME OF DAY

_____Morning (8am - 12 noon)
_____Afternoon (1pm - 3:30pm)
_____Late Afternoon (3:30pm - 6pm)
_____Evening (6pm - 10pm)
_____Saturday (8am - 12 noon)

Time of Year

_____Spring
_____Summer
_____Fall
_____Winter

Could the vocational school in your area provide your firm with specific promotional materials on training programs conducted at that or any other vocational or technical school.

_____yes
_____no

Would your firm be interested is some type of internship or work experience program with students or faculty of the vocational school in your area?

_____yes
_____no

How can the vocational school in your area improve its role in preparing your potential employees?

_____Provide more short-term program offerings
_____provide more program offerings at outreach locations
_____Increase length of training
_____Increase publicity concerning program offerings
_____Other (specify)_____

Would you like to have a vocational school representative visit your facility to discuss training needs?

_____yes
_____no

Thank you for your participation in the survey. Please return the survey instrument in the enclosed self-addressed envelope.

APPENDIX C

BRIGGS AND STRATTON
TRAINING PROGRAM

Electrical Control Systems
Maintenance "A" Training Program

Program Description

This preparatory training is designed to review the principles of ladder logic as it relates to the electrical controls and the skills necessary to meet the requirements of the Briggs and Stratton Maintenance "A" program. Maintaining, troubleshooting, and repair of electrical controls systems will be reviewed during this training.

Reference Materials

1. Rexford, Kenneth B., Electrical Control for Machines, second edition, Albany, New York: Delmar Publishers Inc., 1983.

2. Rexford, Kenneth B., Electrical Control for Machines, second edition, (student manual), Albany, New York: Delmar Publishers Inc., 1983.

3. Kempf Training Systems Systems Publication, Troubleshooting Industrial Motor Control.

Program Objective/General Objective (Duty Areas)

1. Performing troubleshooting techniques on control circuits which involve locating and properly identifying the nature and magnitude of a fault or error.

2. Identify and use electrical standards.

3. Proficiency in operation, limited program design, installation and troubleshooting of programmable controllers.

Specific Objectives (Tasks)

1.1 Using four separate motor STOP push-button switches located at different locations; draw the control circuit to energize a motor starter, in a ladder diagram configuration.

1.2 Using full-voltage motor starter, draw a control circuit that will energize two motors in sequence also, both motor starters can be de-energized with the same STOP push-button switch.

1.3 Calculate line current for given loads with the loads connected single-phase and three-phase delta.

1.4 Given the list of components in a selected control system, make a rough sketch of the panel layout, (location).

1.5 Given a diagram of a simple control circuit that is malfunctioning, explain how to proceed to locate the trouble.

1.6 Draw a control circuit diagram to accomplish the same results as original circuit.

1.7 Sketch a complete a 3 phase 480V motor-starting system including a means of disconnecting, short circuit protection, full voltage motor starter, START-STOP push button switches and a 120V control voltage transformer.

1.8 Identify the factors that should be considered when selecting a control transformer.

1.9 Identify factors relating to the regulation of solid state timers.

1.10 Draw a diagram for gang switching applications using a ladder diagram configuration.

1.11 Define the term "contact wipe."

1.12 Draw the symbol for time-delay contacts in various situations

1.13 Identify the advantages in the use of a proximity limit switch.

1.14 Identify the schematic symbols for commonly used switching components.

1.15 Define a thermocouple.

1.16 Define a sealed current (holding current) in respect to a relay coil.

1.17 Show on a drawing of a control circuit how the reversing of a three phase squirrel-cage induction motor is accomplished through a reversing motor starter.

1.18 Draw a control circuit that provides low-voltage protection to a motor.

1.19 Draw the schematic symbol for components commonly used in electrical control circuits. (use plenty of symbols and stress).

1.20 Draw the complete schematic circuit diagram for a push-to-test pilot light.

2.1 Kill all power to a panel when shutting off power.

2.2 Determine and follow all standards for electrical practices set by Briggs and Stratton.

3.1 Determine how to program programmable controllers.

3.2 Identify the methods of wiring programmable controllers.

3.3 Installation of programmable controllers.

3.4 Troubleshooting programmable controllers.

3.5 Applications of programmable controllers.

Topic Outline

1.1 Control Transformer

1.1.1 Purpose of a transformer
1.1.2 Selecting a transformer

Fuses, Disconnect Switches, and Circuit Breakers

1.1.3 Protective factors
1.1.4 Fuse types
1.1.5 Circuit-breaker types
1.1.6 Selecting protective devices

Switches

1.1.7 Oil-tight units
1.1.8 Push-button switches
1.1.9 Selector switches
1.1.10 Heavy duty switches
1.1.11 Indicating lights
1.1.12 Circuit applications

Control Relays, Time-Delay Relay, and Contactors

1.1.13 Relay uses
1.1.14 Timing relay
1.1.15 Latching relay
1.1.16 Plug-in relay
1.1.17 Contactors

Solenoids

1.1.18 Solenoid action
1.1.19 Circuit applications

Limit Switches

1.1.20 Industrial uses
1.1.21 Mechanical
1.1.22 Proximity switches
1.1.23 Vane switches (air flow switches)
1.1.24 Limit-switch symbols
1.1.25 Circuits

Pressure Switches

1.1.26 Importance of pressure indication and control
1.1.27 Types of pressure switches
1.1.28 Circuits

Temperature Controllers and Switches

1.1.29 Temperature controller
1.1.30 Controller outputs
1.1.31 Temperature
1.1.32 Circuits

Timers

1.1.33 Selected operations
1.1.34 Types of timers
1.1.35 Solid state timers
1.1.36 Circuits

Counters

1.1.37 Preset electrical impulses
1.1.38 Circuits

Motor starters

1.1.39 Overload relays
1.1.40 Across-the-line starters

1.1.41 Reversing motor starters
1.1.42 Starting sequence

Application of Electric Heat

1.1.43 Heating element connection diagrams

Control circuits

1.1.44 Placement of components in a control circuit
1.1.45 Control circuit
1.1.46 Reverse rotation

Troubleshooting

1.1.47 Analyzing the problem
1.1.48 Effects of moisture
1.1.49 Major trouble spots
1.1.50 Methods of checking
1.1.51 Typical location for grounds
1.1.52 Momentary faults
1.1.53 Circuit design
1.1.54 Full load amperage

Designing for Easy Maintenance

1.1.55 Design considerations
1.1.56 Diagrams and layouts
1.1.57 Locating, assembling and installing components
1.1.58 Fan cooled motors

2.1 Use of Electrical codes and standards

2.1.1 Major goals
2.1.2 Diagrams, instruction and name plates
2.1.3 Supply circuit disconnecting device
2.1.4 Protection
2.1.5 Control circuits
2.1.6 Control equipment
2.1.7 Control enclosures and compartments
2.1.8 Locations and mounting of control equipment
2.1.9 Operator's control station and equipment
2.1.10 Electrical accessories
2.1.11 Conductors
2.1.12 Wiring methods and practices
2.1.13 Raceways and junction boxes
2.1.14 Motor and motor compartments
2.1.15 Motor frame standard
2.1.16 Grounding
2.1.17 NEMA ratings of enclosures

3.1 Programmable controllers

Troubleshooting

3.1.1 Analyzing the problem
3.1.2 Methods of checking
3.1.3 Typical location for grounds
3.1.4 Momentary faults
3.1.5 Circuit design

Designing for Easy Maintenance

3.1.7 Design considerations
3.1.8 Diagrams and layouts
3.1.9 Locating, assembling and installing components.

Programmable Control

3.1.10 Introduction
3.1.11 Hardware devices
3.1.12 Input and output interface units
3.1.13 Memory
3.1.14 Processor
3.1.15 Power supply
3.1.16 Programming equipment
3.1.17 Example of programing
3.1.18 Peripheral equipment
3.1.19 Application

Methods of instruction

1. Lecture/Demonstration
2. Hands-on-activities

Evaluation

1. Written tests
2. Skill performance evaluation, either simulated or on-the-job.

FISHER PRICE
TRAINING PROGRAM

FORKLIFT TRUCK OPERATOR TRAINING

Program description

This training program is designed to maintain a high level of safety performance while operating forklift trucks. This operator training program will comply with requirements of the Occupational Safety and Health Act (OSHA) of 1970.

Reference material

1. Occupational Safety and Health standards for general industry (subpart N).

2. American National Standard, Low Lift and High Lift Trucks, New York, N. Y. The American Society of Mechanical Engineers.

3. National Safety Council, Forklift Truck Operators Training Course, Chicago, Il, National Safety Council.

Program Objectives/General Objectives (duty areas)

1. Show knowledge of safety standards and regulations.

2. Identify principles of operation of forklifts.

3. Demonstrate how to operate a forklift and follow safe operating practices.

4. Use an operation daily checklist to inspect the forklift for defects.

Specific Objectives (tasks)

1.1 Perform safety inspection.
1.2 Identify general safety rules.
1.3 Identify guards and safety devices.
1.4 Determine rules of fork safety.
1.5 Identify protective equipment requirements.
1.6 Determine requirements for accident reporting.

2.1 Demonstrate knowledge of truck application.
2.2 Identify work operations.
2.3 Identify restrictions on use.

3.1 Familiarization of controls.
3.2 Demonstrate principles of engine operation.
3.3 Basic operation/travel to work area.
3.4 Parking and securing equipment.

4.1 Performing operator services.
4.2 Performing operator maintenance.

Topic Outline

1.1 Safety standards and regulations

1.1.1 Overhead guards
1.1.2 Load bracket extensions
1.1.3 Horn
1.1.4 Backing alarm
1.1.5 Rotary light
1.1.6 Fork retainer pin and fork safety
1.1.7 Safety signs
1.1.8 Drugs and alcohol
1.1.9 Pedestrians
1.1.10 Personal safety equipment
1.1.11 No smoking areas
1.1.12 Weight capacities
1.1.13 Seat belts
1.1.14 Riders
1.1.15 Operating hazards
1.1.16 Company forklift regulations

2.1 Principles of Operation

2.1.1 Truck applications
2.1.2 Correct truck operation
2.1.3 Loading dock operation
2.1.4 Pinch points
2.1.5 Unattended lift truck
2.1.6 Lift truck familiarization

3.1 Operation of Forklift

3.1.1 Travel
3.1.2 Grades, bumps, slopes, and inclines
3.1.3 Loading dock operation
3.1.4 Lifting loads
3.1.5 Hoisting loads
3.1.6 Unloading loads
3.1.7 Parking
3.1.8 Turning
3.1.9 Surface and capacity

4.1 Daily Checklists

- 4.1.1 Operator maintenance
- 4.1.2 Safety inspections
- 4.1.3 Tire inspection
- 4.1.4 Maintenance problems
- 4.1.5 Refueling operations
- 4.1.6 Before, during, and after operation checks

Methods of Instruction

1. Lecture and Demonstration
2. Hands-on-activities

Evaluation

1. Written test
2. Skill performance evaluation

ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL

4818 Roberts Drive

Ashland, Kentucky 41101

PURPOSE AND OBJECTIVES OF TELECOMMUNICATIONS COURSE

The specific purpose of this course is to educate the students in such a manner that their training will provide a foundation for the development of technical competency and advancement in the telecommunications service field.

There are 60,000 two-way radio and microwave technicians now servicing over 8 million transceivers and more coming by the tens of thousands each month.

There are remarkable opportunities in the telecommunications service field, for men and women who have completed electronic technology courses and obtained their General Class FCC License or have the knowledge to get their license. This course will take up where the license courses leave off and help to bridge the gap between the knowledge required to secure and hold a job in the telecommunications field.

To orient the student in the telecommunications field, this course starts out with a general survey of AM and FM two-way radio equipment. To prepare the students for an in-depth study of the older, as well as the newer and the latest state of the art in land mobile radio equipment. There are review studies on the theories of amplitude, frequency and phase modulation, of transmitters and receivers. Transmitter measurements and the FCC rules governing them are to be covered in detail.

Special emphasis will be placed on the use of the test equipment, giving the students hands on experience in aligning receivers and tuning transmitters, measuring and adjusting frequency, power, modulation and sensitivity on the AM and FM two-way radio equipment and lectures on microwave, satellite, fiber optic and data communications.

The following subjects will be covered:

1. Two-Way Radio Fundamentals

   A. What is two-way radio
   B. A short history of two-way radio
   C. The system approach
   D. Land mobile radio services
   E. Aviation radio services
   F. Maritime radio services
   G. Amateur radio services
   H. Citizens radio services

2. Two-Way Radio Equipment

   A. VHF Low-band mobile transceivers
   B. VHF High-band mobile transceivers
   C. UHF mobile transceivers
   D. Hand-held portable transceivers
   E. Base station equipment

3. Review of AM & FM Fundamentals

   A. Crystal oscillator circuits
   B. AM, FM and PM modulation
   C. Frequency multiplier circuitry
   D. Power Amplifier circuitry
   E. Control and switching circuitry
   F. Selectivity and sensitivity
   G. Superheterodyne circuitry
   H. R-F and I-F amplifiers
   I. Limiter Circuitry
   J. Discriminator Circuitry
   K. Audio amplifier and power out-put
   L. Squelch circuitry
   M. Selective calling systems

4. Schematic reading and circuit study

   A. Transmitters
   B. Receivers
   C. Power supplies

5. Test Equipment

   A. Bench power supply
   B. Audio signal generator
   C. R-F signal generator
   D. Distortion Analyzer
   E. R-F wattmeter
   F. Deviation meters
   G. Frequency meters
   H. Communications service monitors

6. Receiver alignment and transmitter adjustment

A. Transmitter frequency measurement and adjustment
B. Transmitter R-F power measurement and adjustment
C. Transmitter modulation measurement and adjustment
D. Receiver selectivity measurement
E. Receiver sensitivity measurement
F. Receiver audio distortion measurement
G. Receiver alignment

7. Servicing the control systems

A. Remote control applications
B. DC control functions
C. Tone control functions
D. Troubleshooting the control console
E. Troubleshooting the control shelf
F. Servicing the CTS systems

8. Servicing hand-held units

A. Motorola model HT220
B. Motorola model MT500
C. Motorola model HT440
D. GE model PE and PY
E. RCA personalfone

9. Servicing mobile two-way radios

A. Bench troubleshooting Motorola Motrac
B. Bench troubleshooting Motorola Mitrex
C. Bench troubleshooting GE Master Pro

10. Servicing base stations

A. Bench troubleshooting the Motorola Micor
B. Bench troubleshooting the remote control console
C. FCC rules and regulations
D. FCC licensing and topo map reading

11. Microwave communications

A. Antenna systems
B. Microwave transmitters
C. Microwave receivers
D. Microwave multiplexing
E. Microwave E and M signaling

12. Data communications

A. Data terminals
B. Modems and interfaces
C. Satellite communications
D. Fiber optics communications
E. Protocols and error control
F. Packet networks
G. Network design and management

A P P E N D I X D

SHORT TERM TRAINING

REGISTRATION AND ATTENDANCE RECORD

NAME:_____AGE:_____

SOCIAL SECURITY NUMBER:_____RACE_____

TELEPHONE NUMBER (HOME):_____MALE:____FEMALE_____

HOME ADDRESS:_____

COMPANY NAME:_____

TELEPHONE NUMBER (WORK):_____SHIFT WORKED_____

NAME OF COURSE:_____

DAY OF WEEK COURSE TAUGHT:_____TIME TAUGHT:_____

(SEE APPENDIX F FOR INSTRUCTIONS ON THIS PART OF FORM.)

week	mon	tue	wed	thu	fri	sat	sun
1							
2							
3							
4							
5							
6							
7							
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9							
10							
11							
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13							
14							
15							
16							
17							
18							
19							

*****Use either this form for attendance or a record that works in your area.*****

REMARKS: Record grades here, student attitude, etc.

_____

_____

_____

_____

TEXT-BOOK CHECK-OUT SYSTEM

This system will work like the regular book check-out system at the library. Use a book pocket on the inside of the cover to keep the card shown below. As a book is checked out, have the person fill out the form and keep the card in a card index file until the book is returned.

TEXT:		
BOOK NO: _____		COST: _____
DATE:	NAME	PH NO
REMARKS		

KENTUCKY STATE DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION
ADULT PROGRAM STUDENT SURVEY

(Do not use your name on this form)

NAME OF CLASS _____

INSTRUCTOR: _____ DATE: _____

CIRCLE PROGRAM AREA: Agriculture Business & Office Distributive Ed Home Eco
Health Personal Service Public Service Industrial Ed

PURPOSE: In an effort to improve our vocational adult programs, we are seeking student opinions. Please give the response that best represents your feelings.

I The reason I took this class was (check only one).

_____Job related _____Hobby _____Other (explain)_____

_____

II	Circle your response.	Agree/Disagree				
1.	The instructor made it clear from the start what I expect to learn in this class.	5	4	3	2	1
2.	I learned what I wanted to learn.	5	4	3	2	1
3.	The instructor was helpful.	5	4	3	2	1
4.	The instructor encouraged student participation.	5	4	3	2	1
5.	The facility was adequate, well maintained and safe.	5	4	3	2	1
6.	Students had enough equipment and supplies.	5	4	3	2	1
7.	Information was presented so that students could learn.	5	4	3	2	1
8.	The information was up-to-date and accurate.	5	4	3	2	1
9.	The class helped me to identify ways to improve myself.	5	4	3	2	1

III (Write your answer): Please identify what you consider strengths and weaknesses in this class.

_____

_____

_____

_____

THANK YOU FOR YOUR HELP

KENTUCKY STATE DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION
SUMMARY OF ADULT PROGRAM
STUDENT SURVEY

NAME OF CLASS: _____

NUMBER ENROLLED: _____ DATE: _____ INSTRUCTOR: _____

LOCATION: _____

PROGRAM AREA: _____

DIRECTIONS: Add all responses from the student survey instruments and write the totals in spaces provided. Complete all parts.

Number of students who completed the questionnaire: _____

I The reason I took this class was: _____job related _____Hobby _____Other

---

II.		Agree				Disagree
1.	The instructor made it clear from the start what I expect to learn in this class.	___	___	___	___	___
2.	I learned what I wanted to learn.	___	___	___	___	___
3.	The instructor was helpful.	___	___	___	___	___
4.	The instructor encouraged student participation.	___	___	___	___	___
5.	The facility was adequate, well maintained and safe.	___	___	___	___	___
6.	Students had enough equipment and supplies.	___	___	___	___	___
7.	Information was presented so that students could learn.	___	___	___	___	___
8.	The information was up-to-date and accurate.	___	___	___	___	___
9.	The class helped me to identify ways to improve myself.	___	___	___	___	___

III Briefly summarize the written responses. Use back of form if necessary.

_____

_____

_____

_____

_____

This summary was prepared by: _____

Date: _____

(THIS FORM MAY BE USED IF THE BUSINESS/INDUSTRY DOES NOT CARE FOR THE OTHER EVALUATION FORM OR DEVELOP ONE OF YOUR OWN.)

COURSE EVALUATION

Course title:_____

Date:_____

Your candid evaluation of this program will help us to measure our success in meeting your needs and will assist us in planning future programs. We appreciate your taking the time to complete this form. Any suggestions you make that will make the course more beneficial will be considered for future courses.

1. The following features of the program were most helpful to me:

   _____

   _____

2. The following features of the program were least helpful to me:

   _____

   _____

3. Overall, the material was:

   _____Presented at the proper level of difficulty.
   _____Too advanced.
   _____Too elementary.

4. The subject content was practical:

   _____Strongly agree
   _____Agree
   _____Disagree
   _____Strongly disagree

5. Subjects were clearly organized and presented:

   _____Strongly agree
   _____Agree
   _____Disagree
   _____Strongly disagree

6. Visual aids were clear and effective:

   _____Strongly agree
   _____Agree
   _____Disagree
   _____Strongly disagree
   _____N/A

7. Notebook and/or handout materials were helpful:

_____Strongly agree
_____Agree
_____Disagree
_____Strongly disagree

8. Program instructors were well prepared:

_____Strongly agree
_____Agree
_____Disagree
_____Strongly disagree
Comments on individual instructors are welcome._____

_____

_____

9. Program instructors were responsive to questions:

_____Strongly agree
_____Agree
_____Disagree
_____Strongly disagree

10. My overall evaluation of the program is:

_____Valuable
_____Interesting
_____Fair
_____Of little value

11. The following suggestions would help make the program more valuable to the participants:

_____

_____

_____

_____

_____

_____

12. I would like to see future programs addressing the following topics:

_____

_____

_____

SHORT-TERM ADULT UPGRADE MANAGEMENT SYSTEM RESPONSIBILITIES
Regional Office Responsibilities

The following are responsibilities associated with conducting a regional short-term adult upgrade program. On the line provided indicate the person(s) assigned to each responsibility.

1. Conducts business/industry survey to determine short-term upgrade program needs.
   NAME: _____

2. Directs the preparation of and compiles the overall short-term adult upgrade program plan.
   NAME: _____

3. Directs the preparation of and compiles the annual short-term adult upgrade program budget.
   NAME: _____

4. Monitors budget to assure expenditures of allotted funds.
   NAME: _____

5. Directs the implementation, delivery, and evaluation of the region's short-term adult upgrade program.
   NAME: _____

6. Provides supervision to local vocational school principals to assure that local short-term upgrade program plans are implemented.
   NAME: _____

7. Assists local vocational school principals in providing adequate inservice and supervision of short-term adult upgrade program instructors.
   NAME: _____

8. Collects and processes data for input into student information system.
   NAME: _____

9. Prepares and submits to the Office of Vocational Education summaries of adult program student surveys.
   NAME: _____

APPROVED:

_____
Regional Director

_____
Short-Term and Public Service Training Unit

_____
Assistant Superintendent for Vocational Education

State-Operated Vocational School(s) Responsibilities

NOTE: Complete one for each state-operated vocational school in your region.

1. Organize and effectively utilize a short-term adult upgrade program advisory committee.

   NAME:_____

2. Visits local business/industry to determine needs and promote short-term adult upgrade program.

   NAME:_____

3. Identifies and recommends hiring of qualified instructors.

   NAME:_____

4. Develops and implements a student recruitment and enrollment procedure.

   NAME:_____

5. Provides a through orientation and in-service to each instructor.

   NAME:_____

6. Assures quality instructor performance by providing adequate classroom supervision.

   NAME:_____

7. Assists each instructor with the development and implementation of instructional program, with appropriate student files.

   NAME:_____

8. Evaluates a minimum of 10 percent of ongoing classes and all new classes using Adult Program Student Survey.

   NAME:_____

9. Conducts an annual local short-term adult upgrade program evaluation.

   NAME:_____

KENTUCKY STATE DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION
VOCATIONAL ADULT PROGRAM
SUPERVISORY VISIT

PROGRAM AREA: _____ DATE: _____

INSTRUCTOR: _____ LOCATION: _____

DIRECTIONS: The purpose of this checklist is to assist the reviewer in identifying the strengths and weaknesses of adult vocational classes. This review should result in program improvements. Discuss each item with the instructor or students as appropriate. Determine if items is satisfactory for adult education program and check the appropriate space. Copies of this report should be given to the instructor, one copy forwarded to the regional office, and one copy to be filed in the instructor's individual personnel record.

	N/A	YES	NO
1. The class has clearly defined objectives.	___	___	___
2. The instructor has lessons well planned and is organized.	___	___	___
3. Adequate classroom materials and supplies are available.	___	___	___
4. The facility is appropriate for the instruction.	___	___	___
5. The instruction meets students' objectives.	___	___	___
6. Competencies are defined (if required).	___	___	___
7. Appropriate "hands-on" activities are included.	___	___	___
8. Student achievement and other records are maintained.	___	___	___
9. Equipment is maintained in a safe manner and appropriate safety instruction is a part of the curriculum.	___	___	___

Enrollment data

Males_____ Minorities_____

Females_____ Total_____

COMMENTS: _____

_____

_____

_____
SIGNED

STUDENT COMPETENCY RECORD

_____
Course Title

_____ _____
Date Course Started Student's Name

_____ _____
Date Course Completed Student's SS Number

Task or competencies	Acceptable	Unacceptable
1.		
2.		
3.		
4.		
5.		
etc.		

Instructors Comments:

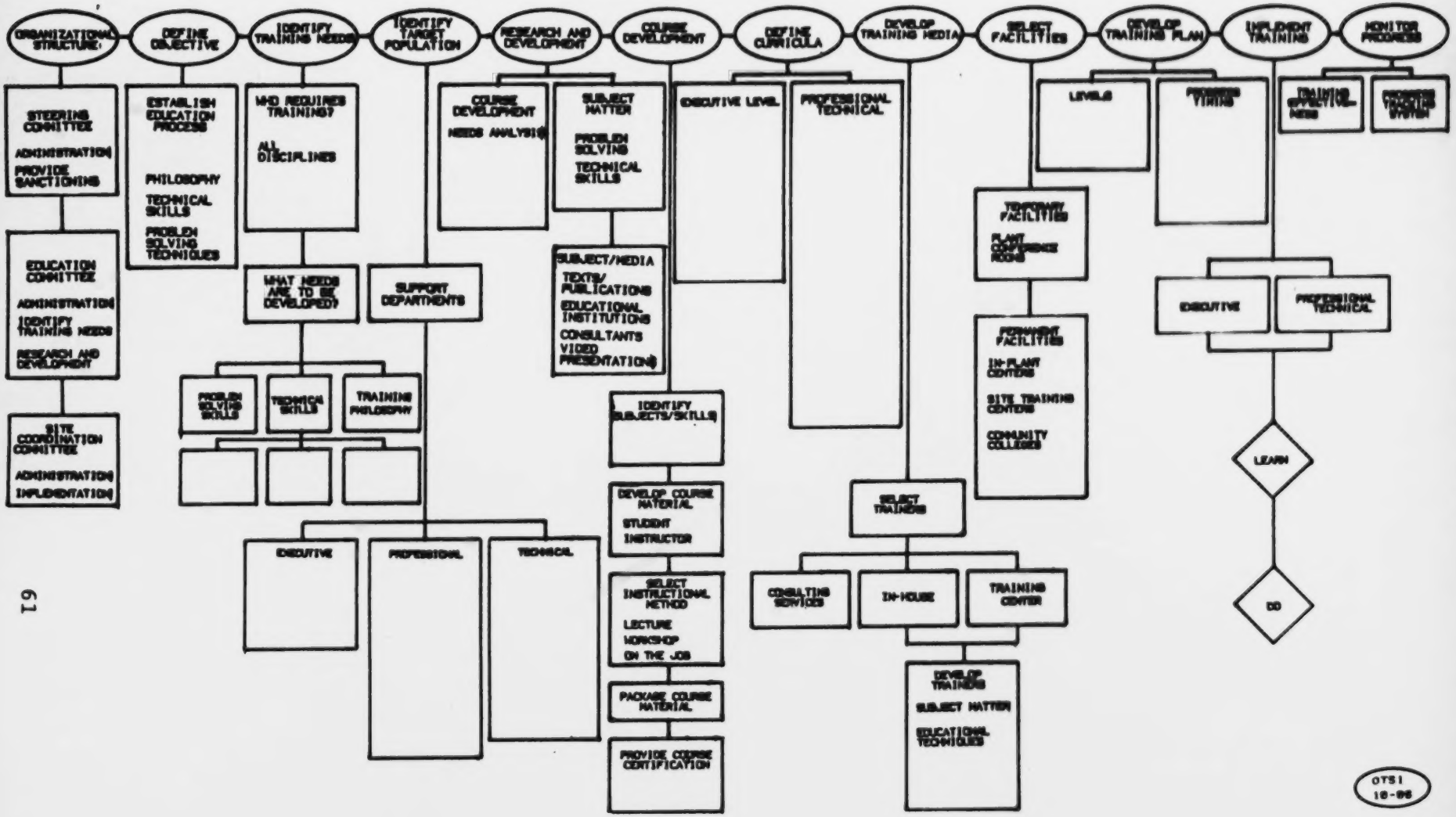
_____

_____

_____

_____
Instructor

_____
Local Supervisor


ORGANIZATIONAL STRUCTURE
DEFINE OBJECTIVE
IDENTIFY TRAINING NEEDS
IDENTIFY TARGET POPULATION
RESEARCH AND DEVELOPMENT
COURSE DEVELOPMENT
DEFINE CURRICULA
DEVELOP TRAINING MEDIA
SELECT FACILITIES
DEVELOP TRAINING PLAN
IMPLEMENT TRAINING
MONITOR PROGRESS
STEERING COMMITTEE
ADMINISTRATION
PROVIDE SANCTIONING
EDUCATION COMMITTEE
ADMINISTRATION
IDENTIFY TRAINING NEEDS
RESEARCH AND DEVELOPMENT
SITE COORDINATION COMMITTEE
ADMINISTRATION
IMPLEMENTATION
ESTABLISH EDUCATION PROCESS
PHILOSOPHY
TECHNICAL SKILLS
PROBLEM SOLVING TECHNIQUES
WHO REQUIRES TRAINING?
ALL DISCIPLINES
WHAT NEEDS ARE TO BE DEVELOPED?
PROBLEM SOLVING SKILLS
TECHNICAL SKILLS
TRAINING PHILOSOPHY
EXECUTIVE
PROFESSIONAL
TECHNICAL
SUPPORT DEPARTMENTS
COURSE DEVELOPMENT
NEEDS ANALYSIS
SUBJECT MATTER
PROBLEM SOLVING
TECHNICAL SKILLS
SUBJECT/MEDIA
TEXTS/ PUBLICATIONS
EDUCATIONAL INSTITUTIONS
CONSULTANTS
VIDEO PRESENTATIONS
IDENTIFY SUBJECTS/SKILLS
DEVELOP COURSE MATERIAL
STUDENT
INSTRUCTOR
SELECT INSTRUCTIONAL METHOD
LECTURE
WORKSHOP
ON THE JOB
PACKAGE COURSE MATERIAL
PROVIDE COURSE CERTIFICATION
EXECUTIVE LEVEL
PROFESSIONAL TECHNICAL
CONSULTING SERVICES
IN-HOUSE
TRAINING CENTER
SELECT TRAINERS
DEVELOP TRAINERS
SUBJECT MATTER
EDUCATIONAL TECHNIQUES
LEVELS
TEMPORARY FACILITIES
PLANT CONFERENCE ROOMS
PERMANENT FACILITIES
IN-PLANT CENTERS
SITE TRAINING CENTERS
COMMUNITY COLLEGES
EXECUTIVE
PROFESSIONAL TECHNICAL
LEARN
DO
OTSI 10-86

PROSPECT FORM

Company _____ Date _____

Name of Contact _____ Title _____

Address _____ Tel No _____

Source of Lead _____

Comments _____

Date of or Type of Contact	Remarks	Follow-up Date

Response Rating A=Excellent B=Good C=Marginal ____

PROSPECT FORM

Company _____ Date _____

Name of Contact _____ Title _____

Address _____ Tel No _____

Source of Lead _____

Comments _____

Date of or Type of Contact	Remarks	Follow-up Date

Response Rating A=Excellent B=Good C=Marginal ____

APPENDIX E

TIPS

1. Get to Know the receptionist - THANK THEM

   The receptionist normally is the first person you come in contact with and must go through in order to meet with the desired company representative.

2. Smile.

3. Be a good listener.

4. Remember facts and personal information about the people with whom you are working.

5. Make sure to keep accurate records of all visits.

6. Make your first contact with as high ranking official as possible within the company.

7. Be prepared for your first meeting, making sure you have the needed facts, procedures, and information for the meeting.

8. Phone calls.

   A. Use to set up appointments.

   B. Make every attempt not to use to give or get detailed information. (See company representatives in person).

   C. After working with a company, it is good to call them at regular intervals.

9. Letters

   A. Used as advertising

   B. Set up appointments

   C. Should not be used to give detailed information, unless personal contact is not possible

   D. May send thank you letters at end of fiscal year.

10. Continuing visits or follow-up

A. Schedule on a regular set pattern according to data collected

B. Review past information before making next visit.

C. Make appointments, and be on time for scheduled appointments.

D. Always try to have something new or different to offer them

11. Setting up programs

A. Use examples

1) Course outlines from previous courses

2) Texts, reference materials, films, etc.

3) Visit other programs

4) Refer to past successes

B. Let them review texts material

1) Involve as many company personnel as possible.

2) Involve all necessary school personnel if program will be held in school or area center.

C. Course outline

1) Involve company personnel

2) Involve teachers

3) Use previous outlines as examples.

D. Selection of instructors

1) Agreed by company and industrial coordinator

2) Work with instructors in planning

E. Selection of facilities

1. Well equipped

2. Convenient location

F. Maintaining programs

1) Visit regularly to assist instructors if needed.

2) Check with company contact often to gauge their satisfaction with the program.

12. Compile a library of reference books, materials, films, and complete current file of catalogs.

13. File all course outlines used in past programs and any new outlines obtained from schools or industries.

14. Keep a file of all instructors used in various programs and any that may become available at a later date. File these in alphabetical order. File copies of time sheets, any personnel action papers, or programs the instructor may have taught in the past.

APPENDIX F

ADVISORY COMMITTEES

Active advisory committees are an essential component to planning and implementing effective short term adult upgrade programs. Either existing craft advisory committees or specific short term upgrade program advisory committees can be utilized. Some of the different types of assistance that advisory committees can provide include:

(1) Serving as a "communications link" between vocational education and local business/industry

(2) Providing data and information for the program's needs assessment

(3) Identifying specific tasks or skills to be included in class curricula

(4) Identifying prospective instructors

(5) Identify needed supplies and equipment

(6) Evaluate specific classes

NOTE: Refer to Kentucky's Vocational Education Craft Advisory Committee Handbook for further assistance in establishing and utilizing craft advisory committees.

LOCATING AND EMPLOYING COMPETENT INSTRUCTORS

The importance of identifying and employing competent and qualified individuals to teach short term adult upgrade courses cannot be overemphasized. The quality of instruction is a crucial factor in the success of all upgrading and retraining programs, and the selection of instructors with the needed technical and instructional skills and knowledge can make or break a course. Every available source should be utilized in the search for the best qualified instructors to teach short term adult upgrade courses. Some of the sources to explore include:

(1) Full-time vocational education instructors

(2) Craft advisory committees

(3) Local business and industry

(4) Local trade unions (especially useful for apprenticeship courses)

(5) Local government agencies

(6) Private colleges, business colleges, and technical institutes

(7) State supported community colleges

NOTE: Refer to the Policy and Procedure Manual for specific information concerning instructor qualifications and procedures for employing part-time instructors.

COURSE ADVERTISEMENT AND ENROLLMENT

Accommodating Students

The scheduling of courses at times and places convenient to companies and employees is critical to successful short-term adult upgrade programs. This particular area is highly dependent on school flexibility and creativity. It often means that a course may best be taught in a place of business or during working hours or immediately after, or even during the swing shift. Schools must be willing to go where students need them and when the students need them. This should be the general guideline to follow when preparing course schedules.

Advertising Course Offerings

For most vocational education regions, there are two periods of time each year when regularly scheduled, short-term adult upgrade courses need to be advertised to the general public. Fall course offerings need to be advertised sometime during July and August, and spring course offerings during December and January. Those courses that are scheduled to start any other time must be advertised well in advance of course beginning dates. Advertising can either be the responsibility of each individual school in the region or centrally coordinated by the Industrial Coordinator. Advertising responsibilities must be assigned to the appropriate individual during the planning stages of the course. Local and area television, radio stations, and newspapers, should be utilized as part of the advertisement campaign. In addition, small pamphlets or brochures that list course offerings and other pertinent information should be produced and distributed to various civic, business, and industrial locations within the community. Advertisements should provide the following information:

(1) Title of course (with short description if needed

(2) Location of the course

(3) Times during the week the course is to meet

(4) Length of the course

(5) Tuition, if any, (amount and when payable)

(6) Enrollment procedure

(7) Any special clothing, equipment, or supplies to be furnished by the student

NOTE: Ads and brochures should be periodically updated to reflect changes in course offerings and courses descriptions.

Enrolling Students in Short Term Adult Upgrade Courses

The course enrollment procedure used in your region should be effective and efficient. It should be designed to be implemented in a manner that best utilizes available personnel at times during the day and week when sufficient help is available. In those cases when special classes are held at a business or industry, it will be necessary to enroll those students at a time that is convenient to all concerned.

Prospective students can be directed to seek enrollment in courses by either returning a "clip out and return" registration form (found in local newspapers or class offerings pamphlet), applying for enrollment in person, by calling a designated telephone number, or at the business or industry location. Pertinent information should be obtained from the prospective students (i.e., name, address, telephone number, type of training desired, etc.) and waiting lists should be prepared for all courses that are already filled. Personnel should take the name and telephone number of potential students that request training for which no courses have been organized. This will be a tremendous aid for future course planning.

The Office of Vocational Education requires a minimum enrollment of ten (10) students per course. In special situations, request for courses with less than ten enrolled must be approved by the Assistant Superintendent for Vocational Education. Please refer to the Policy and Procedure Manual for information concerning the collection and handling of student tuition and fees.

INSTRUCTOR INSERVICE AND CURRICULUM DEVELOPMENT

Inservice for Instructors

Often a potential instructor is technically competent but lacking in teaching skills. In these cases inservice training is required to give the instructor the range of competencies needed to reach adults in the work environment. The regulation for paying instructors states that up to 10 percent above base instructional pay can be given to instructors for inservice activities. Vocational regions should be taking advantage of this regulation to improve teacher performance in the classroom. Inservice sessions can be either scheduled and conducted by the regional office or by the individual schools within the region. Listed below are some factors that should be considered in planning and implementing an effective inservice program:

1. All staff should receive inservice training each year concerning the operational and procedural components of the short-term, adult upgrade program.

   Examples include:

   A. Acceptable instructor and student conduct and behavior

   B. Building and equipment utilization (safety, tool and equipment storage, cleanliness, building entrances and exits, building security, etc.)

   C. Teacher and student records

   D. Forms and reporting documents

2. All instructors (except-full time vocational education instructors or individuals who have received teaching experience from other sources such as business, industry, or the military) are required to attend an inservice session dealing with basic teaching strategies and methodologies. These individuals should be required to attend this inservice session prior to teaching upgrade courses. The goal of these sessions should be to provide these individuals with some basic, easy to understand information in the following areas:

   A. Understanding the teaching/learning process

   B. Developing a course outline (task list)

C. Developing a simple lesson plan

D. Presenting information to students, guiding class discussion, and giving demonstrations

E. Testing and evaluating students

Curriculum Development and Student Competency Records for short Term Adult Upgrade Courses

The regulation for paying instructors states that up to 15 percent above base instructional pay can be given to instructors for curriculum development activities. Vocational regions should utilize this regulation to see that instructors have a clear understanding of the specific tasks and skills they are to teach in their course. Industrial Coordinators and local supervisors of short term adult upgrade programs must work closely with instructors in developing a course task list. Information necessary to develop the task list can be obtained from various sources. (See page 18 for list of sources) The industrial coordinator, local supervisor, craft advisory committee, and teacher should agree upon the final task list and all should have a copy in their possession.

Local supervisors must work with each instructor to develop and keep individual student competency records. These records should be placed in the school files and kept for at least one year or as long as the student is enrolled in short term adult upgrade courses at the school. Given below is a sample procedure for implementing a student competency record system.

1. Develop a student competency record form (see appendix D for suggested form).

2. Provide the instructor with one copy of the record form for each student enrolled in the course.

3. Provide directions to the instructor concerning how to keep the student competency records.

4. Collect the signed student competency records from the instructor when the course is completed.

5. File the student competency records.

NOTE: Copies of student competency records should be made available to students requesting a record of their training experience.

IN-THE-CLASSROOM SUPERVISION

A major responsibility for local supervisors and industrial coordinators of short term adult upgrade programs should be in-the-classroom supervision. Supervisors must visit classrooms to formally observe, critique and evaluate instructors. This is an excellent opportunity to work individually with new instructors to improve and reinforce their teaching skills. Enough time must be scheduled for the visit to effectively evaluate the class and the instructor. A meeting between the evaluator and the instructor must be held as soon as possible after the evaluation. The evaluator should approach the meeting with a friendly, helpful, diplomatic attitude discussing both the strengths and weaknesses exhibited by the instructor. Follow-up visits may have to be scheduled in situations where critical problems have been identified. In-the-classroom visits should be scheduled at least annually.

The evaluator may use the evaluation instrument, (shown in appendix D) or develop one that will better fit their needs. If the evaluator thinks that the presence of an evaluation instrument in the classroom may intimidate some instructors, they may complete the instrument after the visit. However, in all instances the instructors must know in advance that a formal evaluation is being scheduled for the purpose of helping individuals to improve their instruction and to improve the quality of the training received by the students.

EVALUATION - STUDENT SURVEYS AND SUMMARIES

Evaluation and feedback mechanisms gauging the quality and outcomes of specialized instruction should be built into short term adult upgrade courses to ensure successful programs. Summary evaluations provide valuable information on the strengths and weaknesses of the course. Instructors can apply acceptable recommendations to future courses. Summary data are also highly important to building a credible track record in specialized training offered at the school.

Because of the changing nature of the economy, technologies, the job market, and worker expectations, schools should review summary evaluation data periodically to get an overview of the effectiveness of their overall specialized training policies and procedures. Schools will find a need to refine or revise such policies and procedures periodically. As schools mature in their specialized training outreach efforts, policies and procedures will change. The needs and capabilities of a school just beginning such efforts will not be the same as those of a school with a more established program.

The Office of Vocational Education requires a random sample of adult classes to be surveyed. Use the "Adult Program Student Survey" instrument to conduct the student surveys and the "Summary of Adult Program Student Survey" instrument to summarize the student opinion surveys. (See Appendix D for forms).

Listed below is the procedure to follow in completing the student opinion surveys:

1. Each regional director will identify a 10 percent random sample of the adult courses of less than 50 hours. These classes will be included in a student opinion survey. The sample must include at least one survey from each program area that offered an adult course.

2. All adult courses of 50 hours to 500 hours will be eligible to be surveyed. Any regional director or other local administrators who wishes to use the survey form for their own information and program improvement may do so.

3. The industrial coordinator will be responsible for distributing the student survey instruments to the local supervisor of short term adult upgrade courses.

4. The local supervisor or industrial coordinator will conduct the survey at the last course session. After review by all parties the instrument will be forwarded to the regional director.

5. The regional director will be responsible for summarizing the data. Three copies of the summary sheets for each course surveyed will be prepared. One copy will be retained in the regional office, one returned to the local supervisor, and one forwarded to the Office of Vocational Education, Short Term Adult Public Service Training Unit.

6. The Short Term Adult Public Service Training Unit in the Office of Vocational Education will compile the state summary for each program area (a 10 percent random sample of all summary sheets will be used to compile the state summary.) This information will be used for program improvement and state planning by each program area unit director.

INSTRUCTOR EVALUATION OF PROGRAM

Evaluation and feedback mechanisms prepared by the instructor effectiveness, perceived outcomes, and quality of the programs must be built into short-term adult upgrade courses to insure successful programs. This evaluation should be in a narrative format. Comments might include:

1. Length of course seems to be too long or possibly more material should be covered in course.

2. Classroom was not adequate for the size of the group.

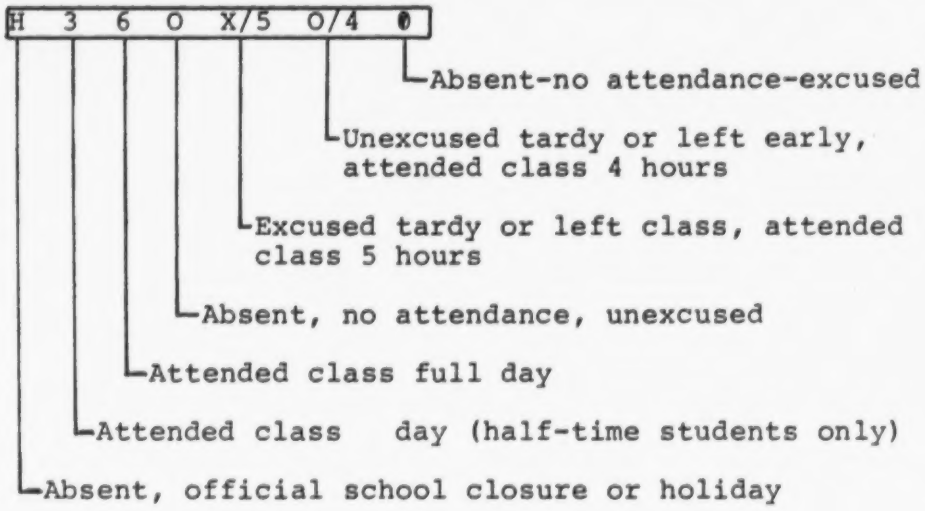
3. Suggest a different text be used for this course, possibly, Welding Iron the Easy Way, by E. J. Jones

ATTENDANCE GUIDELINES

The following guidelines will be followed for the attendance policy approved by the State Board of Education on November 10, 1981. The following codes will be used on all permanent records:

1 through 9.....Hours present in class
X/number.....Indicates excused tardy and number of hours present
O/number.....Indicates unexcused tardy and number of hours present

EXAMPLE: H 3 6 O X/5 O/4 Ø


Absent-no attendance-excused
Unexcused tardy or left early, attended class 4 hours
Excused tardy or left class, attended class 5 hours
Absent, no attendance, unexcused
Attended class full day
Attended class day (half-time students only)
Absent, official school closure or holiday

Ø.....Absent, no attendance, excused
O.....Absent, no attendance, unexcused
H.....Absent, official school closure or approved activity with no students in attendance
E/number of hours in attendance.....The first date of attendance for all students entering your class. ie, E/6, E/3
V/T or I/T.....Enter as soon as you are notified that a student has voluntarily or involuntarily terminated. If you have been carrying this student as absent, enter in parentheses the effective date of termination, which will be the last date of attendance.
C (date).....Completed total course requirements regardless of hours attended.
S (date).....Suspension, date of suspension.
P (date).....Probation, date of probation

It is permissible to use the attendance record suggested in this handbook in appendix D, or the Kentucky Vocational Education Attendance Record Book, or a form that best works in your area. No matter what form you use, you must use the codes shown above to record attendance.

All attendance records are permanent records. These records must be originals, neat, legible, and signed by the instructor. The permanent records will be kept in the school office and shall be protected form fire, theft, etc.

APPENDIX G

SHORT TERM TRAINING CHECK SHEET

NAME OF COMPANY: _____

DATE STARTED: _____ DATE COMPLETED: _____

I Planning stage:

1. Gather information.
2. Establish a record book.

II Making business/industry contacts:

1. Visit business/industry in your area.
2. Gather information about individual company.
3. Develop a task inventory of each training option.
4. Have company representatives visit vocational school.
5. Develop a short-term program for business/industry.
6. Advertise programs and register potential students.

III Implementation stage:

1. Establish record keeping system.
2. Check facility for adequateness, obtain necessary equipment and books, and arrange for proper utilities.
3. Conduct instructor inservice training.
4. Conduct orientation for company officials.
5. Start program.

IV In Progress Stage:

1. Contact ongoing programs often.
2. Submit required status reports.

V Follow-up and close out stage:

1. Complete required paperwork when program completed.
2. Evaluate and critique instructors performance.